DOCUMENT RESUME

ED 187 647 SO 012 632

AUTHOR Saad, Geti, Ed.
TITLE Selected Bibliography and Abstracts of Educational Materials in Pakistan. Vol. 12, No. 4, 1978. Period Covered October-December 1978.
SPONS AGENCY National Science Foundation, Washington, D.C. Directorate of Engineering and Applied Science.; Office of Education (DHEW), Washington, D.C.
REPORT NO TT-78-53391/4
PUB DATE 78
NOTE 47p.; Not available from EDRS in paper copy due to light and broken print type of original document; For a related document, see SO 012 546.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Comparative Education; Curriculum; *Developing Nations; Educational Administration; *Educational Development; Educational Objectives; Elementary Secondary Education; *Foreign Countries; Libraries; Literacy; Native Language Instruction; Postsecondary Education; Science Education; Second Language Instruction; Social Studies; Special Education; Teaching Methods; Technical Education; Womens Education
IDENTIFIERS *Pakistan

ABSTRACT

This annotated bibliography lists 94 entries of selected educational materials published in Pakistan during the period October-December 1978. Pakistan journals, newspapers, and government publications provide the sources of materials. Items are organized into 27 categories: administration, organization, and financing of education; adult education; comparative education; development of education; educational goals; educational reform; elementary and secondary education; examinations; higher education; languages; libraries; medical education; professional education; psychology; science education; sociology; special education; student problems; teachers; teaching methods; technical education; textbooks; women's education; and a special section on educational planning. An index to authors of the materials concludes the document. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED187647

TT 78 - 53391/4

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 12 No. 4, 1978

SP 012 632

Period Covered

October - December 1978

Compiled for the Office of U.S. Department of Health, Education and Welfare, and the National Science Foundation, Washington, D.C. by Geti Saad.

CONTENTS

1.	ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION	...	1
2.	ADULT EDUCATION	...	1
3.	COMPARATIVE EDUCATION	...	2
4.	DEVELOPMENT OF EDUCATION	...	2
5.	EDUCATION GOALS	...	3
6.	EDUCATION REFORMS	...	4
7.	ELEMENTARY AND SECONDARY EDUCATION	...	5
8.	EXAMINATIONS	...	5
9.	HIGHER EDUCATION	...	9
10.	LANGUAGES, TEACHING OF	...	11
11.	LIBRARIES	...	12
12.	LITERACY	...	13
13.	MEDICAL EDUCATION	...	14
14.	PROFESSIONAL EDUCATION	...	16
15.	PSYCHOLOGY	...	15
16.	SCIENCE EDUCATION	...	17
17.	SOCIOLOGY	...	18
18.	SPECIAL EDUCATION	...	18

Continued on page (ii)

CONTENTS (Continued)

		Page
19.	STUDENTS' PROBLEMS ...	19
20.	TEACHERS ...	19
21.	TEACHING METHODS AND MEDIA ...	25
22.	TECHNICAL EDUCATION ...	28
23.	TEXTBOOKS ...	29
24.	WOMEN'S EDUCATION ...	29
25.	GENERAL ...	30
26.	EDUCATION PLANNING (Special Section) ...	34
27.	WRITERS' INDEX ...	42

-----oOo-----

ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. ALI, Adam. Quality in Education --- Dawn (Karachi) December 3, 1978.

There are several factors that have adversely affected our educational system: a) No play-grounds exist in many schools. b) Many schools are housed in unsuitable buildings. c) New text-books are prescribed every year for all classes. The books are not readily available in the market. d) The books are badly produced and full of errors. e) Teachers are not provided residential accommodation in the vicinity of the schools. f) Shortage of funds stands in the way of employing suitably qualified teachers in sufficient numbers. g) There are no arrangements for the periodic testing of eyesight of students by Eye Specialists. h) No transport is provided to children.

2. ALVI, Riffat. Denationalization --- Dawn (Karachi) October 1, 1978.

Although schooling is free, yet we have to pay exorbitant fees for private tuition. Almost all the schools have become centers of private tuition. Majority of teachers, including some of their Heads, give tuitions to dozens of children at a time. The tuition houses in every nook and corner of the cities and towns show the extent to which this scourge has spread. Nationalized schools are dirty places. In Karachi, 90 per cent of children attended private schools.

The present Government should either de-nationalise all the schools, or take over their control. It is morally and socially unjust to allow the fortunate few to attend exempted institutions and condemn the majority to inferior schooling. The Government's invitation to private bodies to open new schools has not met with success, and only a few pre-primary and primary schools have appeared. No secondary schools have been opened.

ADULT EDUCATION

3. HUSAIN, Shafqat, Nakhwandgi Kay Khilaf Koshish (Efforts Against Illiteracy) --- Akhbar-e-Khawateen (Karachi) 7-13 October, 1978 (U).

Illiteracy cannot be removed only by making primary and secondary education compulsory in schools. Attention should first be paid to adult education, especially in a country where population is

fast rising. Adult education is a pre-requisite for all social and economic changes.

The educational policy announced in 1972, provided for eighty thousand educational centers. This could not be done because of the paucity of resources. Rural areas should have precedence cover the urban areas in the matter of education, because majority of illiterate people live in rural areas. Adult centers should be established in those areas.

COMPARATIVE EDUCATION

4. KHAN, Yousuf Ali. Colorado State University --- The Varsities (Karachi) Vol. III (6) 18-22, November-December, 1978.

After giving a brief introduction of Colorado State University, the author has described the affairs and the administrative functions of the university under the headings: 1) campus; 2) governing body; 3) organization and responsibility; 4) faculty council; 5) planning and budgets; 6) academic affairs division; 7) finance division; 8) admission and records; and 9) support departments.

DEVELOPMENT OF EDUCATION

5. RIZVI, Azhar. Educational Development - Major Determinants --- Dawn (Karachi) November 14, 1978.

Research studies indicate that there are at least seven major determinants of the quality of education. These are students, teachers, administration, curriculum, physical facilities, finances, and research. Let us discuss each of these briefly.

Students: They not only serve as outputs but also as inputs of education. The successful leavers of an educational stage are designated as the output of education.

Teachers: In an educational system, the teachers are the principal agents of change. It is they who transmit knowledge and skills to the students and mould their character.

The third determinant of the quality of education is administration. The term administration includes: 1) the administrators who run the educational enterprise, and 2) the organizational

structure within which the administrators work.

Curriculum: the fourth major determinant of the quality of education is the curriculum. Physical facilities: The fifth determinant of the quality of education are the physical facilities like buildings, playgrounds, furniture, and equipment.

The sixth determinant of the quality of education is finance. The Government should assess the amount that is currently wasted because of poor planning and inefficient administration.

Research: The final major determinant of the quality of education is research. Educational research is an organized effort to extend knowledge, to test hypotheses, and to solve problems in the field of education.

EDUCATION GOALS.

6. CHOWDHRY, Zubair. Bamaqsad Ta'aleem Ki Zaroorat (The Need for Purposeful Education) --- Imroz (Lahore) October 18, 1978 (U).

The development and strength of Pakistan, as of any other country, depend on the system of education. Our present system of education is anything but logical and satisfactory. We should teach our younger generation science and technology in which lies our future salvation. We have not even evolved a system of education that is conducive to Islam. For this, we have to thank only those who are at the helm of affairs in our country.

There is no denying the fact that the present system of education has created innumerable problems for the students. The standard of education in the country is fast deteriorating. We should make sincere efforts for making our education purposeful and meaningful. It should create interest for learning in the minds of our younger generation and wean them from mischievous and idle activities.

7. RIZVI, Azhar. The Crisis of Quality --- Dawn (Karachi) November 17, 1978.

The measurement of the quality of education as revealed in the character of students has been woefully neglected in our country. There are several reasons for this neglect: 1) The importance of measuring character is not recognized. We are too much preoccupied with measuring knowledge to find time even to think that other objectives of education also claim our attention.

2) We have not yet been able to define in behavioral terms what we mean by character. 3) The measurement of character is more difficult to define than that of knowledge. 4) The measurement of character requires a combination of sophisticated techniques, and test experts and specialists needed for the purpose are in short supply in Pakistan.

It is most unfortunate that the social aspect of the quality of education is not receiving the attention it deserves in an ideological State like ours. The "manpower" strategy is highly technical and lies beyond the competence of most of our existing staff associated with planning.

The unit used for measuring the inputs of education is the student year. The number of years needed for a student to complete the primary school cycle in Pakistan is 5. Thus, the ideal input-output ratio for primary stage is 5 to 1.

8. WAZIRABADI, Qayyum. Education Policy --- Pakistan Times (Rawalpindi) December 21, 1978.

Our students seem to have lost all sense of direction. It will, nevertheless, be unwise to deny them a limited exercise in democracy. It is suggested, therefore, that instead of changing the existing system, the heads of educational institutions should impose a ban on all activities that are likely to spoil the academic environment.

The need of the hour is to make our students aware of the latest developments in science and technical spheres. Ideological education should go hand in hand with the teaching of latest science, and technology. Refresher courses and educational meetings should be frequently held to enlighten the teaching community about the fast-changing academic environment. Unless our teachers are ideologically honest and firm, our younger generation cannot be expected to regain its sense of direction.

EDUCATION REFORMS

9. HASHMI, Khalid Mahmood. Nizam-e-Ta'aleem Mein Bunyadi Tabdeeli Ki Zaroorat (The Need of Basic Change in the System of Education) --- Imroz (Lahore) October 18, 1978 (U).

The creative faculties in our younger generation remain suppressed because they cannot freely express themselves in English. Even today, English poetry, which even most of our teachers cannot understand, continues as part of our syllabus.

It is good time we started educating our children in their own mother tongue from the beginning. English should not be taught to our children till the age of twelve. Only Urdu should be taught from class one to class six.

There should be only one book for one class. Our basic aim of education should be that our children acquire an understanding of our national language. Urdu textbooks should be prepared for the beginners. The language used in these books should be clear and easy.

ELEMENTARY AND SECONDARY EDUCATION

10. JANJUA, Mohammad Yunus. Ta'aleemi Inhetaat (Deterioration in Education) --- Nawai Waqt (Rawalpindi) November 18, 1978 (U).

The unplanned growth of primary schools has created many problems, such as school accommodation, teaching staff, furniture, etc.

The same situation prevails in Middle schools. It is suggested that the examinations of the fifth class of primary schools and of the eighth class of middle school should be held under the direct supervision of either the department of education or the education board. As to the subjects to be taught in these schools, special emphasis should be laid on the theory and practice of agriculture, both in primary and middle schools, especially in the rural areas.

EXAMINATIONS

11. BUTT, Fauzia. Semester System --- Pakistan Times (Rawalpindi) October 29, 1978.

The semester system, whatever its good and bad points, is essentially in an experimental stage at present. The emphasis remains on teaching periods (probably hours) and on nothing else. Lately, a serious snag has been discovered in the rigid rules laid down by the Punjab University about the number of lectures. At least 75 per cent lectures are essential; otherwise a student will be detained even if he or she is short by three lectures.

In framing the rules, the authorities have shown no flexibility in the case of emergencies. For example, a regular girl student was struck with jaundice and could not attend college for a certain period. She was otherwise quite good and had passed her

examinations with distinction. It is a pity that she lost a year only because she was just three lectures short. In all fairness, therefore, the University should allow local colleges to decide such marginal cases themselves.

12. FAROOQUI, Zaheeruddin. Self Evaluation and Motivation --- The Varsities (Karachi) Vol. III (5): 23-25 September - October, 1978.

Lecture is a common method of instruction used by our teachers in higher education for the following three purposes: 1) Acquisition of Information; 2) promotion of thought; and 3) changes in attitude.

The method of assessment of a lecture, as to how far it has achieved the said objectives, is called evaluation. Self-evaluation is the process of measuring one's own progress towards specific goals.

The topic has been discussed under the headings: 1) objectives; 2) steady process; 3) student opinion; 4) motivation; and 5) examinations.

13. IDRIS, Haji Fuad. Examination System --- Dawn (Karachi) October 8, 1978.

The system of examinations prevalent in our country is highly defective. The system takes it for granted that every candidate is a criminal and that very strict vigilance is necessary. The questions set in our examination papers test the memory rather than the intelligence of a student. If a dull youth is able to mug up answers of a few important questions, he gets good marks. On the other hand, very often a brilliant student fails simply because he did not resort to this trick.

In our examinations, no questions are set to test the intelligence of a student, nor is his power of comprehension tested. It is simply his memory and the ability to mug up a certain quantity of lessons is all that is tested. Again, the marking system as adopted in our country is very outdated. In all advanced countries, students are awarded grades such as A,B,C, etc., according to their overall achievements during an academic session. The system of marking minimizes the chances of foul play, and compels the students to work hard throughout the session. These grades are awarded according to the quality of the student's work as shown in his weekly progress reports.

14. IQBAL, Javed. Imtehanaat Mein Nakami (Failure in Examinations) --- Nawai Waqt (Rawalpindi) October 10, 1978 (U).

One of the main causes of failure in examinations is the anomalous conditions prevailing in the matter of medium of instruction and examination. The medium of instruction from primary to matric is Urdu. It suddenly changes to English in colleges. The result is obvious. The students cannot follow the lectures delivered in English.

Teachers are equally responsible for the increasing percentage of failures in examinations. They do not pay attention to individual students; They do not bother to find out whether the students have understood what has been taught to them; and they do not hold regular tests. The simple reason is that they have no time to pay individual attention. Some of them do not bother even to complete the course.

15. KASHIF, Syed. Nisab Aur Tariqa-i-Imtehaan (Syllabus and the System of Examination) --- Akhbar-e-Khawateen (Karachi) 7-13 October, 1978 (U).

In order to raise the standard of education, the syllabus and the system of examination have to be reformed. But the foremost problem is that of English. We cannot do away with this foreign language unless Urdu, which is our national language, is made rich enough.

The second problem arises from the spate of test and guess papers in the market. These papers are definitely harmful for the students. Such papers should be banned outright.

The present system of examination teaches the students only to memorize the lessons. They do not take pains to tax their brain. The semester system appears to be good for the students because it discourages the habit of cramming.

Surprisingly enough, the experts of education Boards in the Punjab have announced that the students who will fail in English in class X will be treated as pass, but they will not be admitted to any college so long as they do not pass the examination. The question is whether other boards like those of the Punjab will treat them as such. What is needed now is to frame a uniform education policy for the whole country.

16. QURESHI, Sadiq Hussain. Nizam-e-Imtehanaat (The System of Examinations) --- Nawai Waqt (Rawalpindi) October 31, 1978 (U).

The results of examinations of Intermediate and Secondary

Education, Sargodha, Lahore, and Federal Board show that the percentage of successful students was respectively 44,50 and 78. This wide difference between the results of the three Boards is bewildering. All the Boards in the Punjab hold the final examinations after two years. But the Federal Board holds the examinations of ninth, tenth, eleventh, and twelveth classes separately.

The university follows the semester system. It has adversely affected the standard of education. Moreover, every student has to pass in seven subjects out of eight in the matriculation examination, and the student who fails in English is not admitted to college.

17. SAYEED, Amjad. Semester Sistam (Semester System) --- Imroz (Lahore) October 25, 1978 (U).

It seems that after the introduction of the semester system, our students have begun applying themselves more sincerely to their studies. Now, it is upto the teachers to pay them in the same coin. It should be made compulsory for the teachers to thoroughly prepare their lectures by making good use of the libraries. In all developed countries, the teachers work with their students.

To make a success of the semester system, one teacher should devote himself to the teaching of one course to the students. They can spend more time in the library if the work-load on them is not as heavy as at present.

It is also necessary to hold frequent seminars in all universities for the benefit of the teachers. They should be sent to foreign countries to acquaint themselves the modern methods of teaching. The existing system of teaching needs immediate reforms.

18. SHEHAB, Rafiullah. Exam. Results --- Pakistan Times (Rawalpindi) October 23, 1978.

Educational results are becomming poor and poor every year. Teachers are largely responsible for this state of affairs. But punishing the teachers alone will never improve the situation. Some of the teachers advise the students directly or indirectly to resort to unfair means in examination halls. The situation deserves serious attention of the educationists. Strict observance of existing rules and regulations of the Education Department can still save the situation. The old practice of frequent surprise inspections of educational institutions should be revived.

HIGHER EDUCATION

19. AHMAD, Khalid. The Trend in College Education --- Pakistan Times (Rawalpindi) October 7, 1978.

The modern trend in education seems to be an almost exclusive preference for science as opposed to arts. A closer look at the admission pattern of the major colleges in Lahore clearly shows that this is not a realistic assessment of the state of affairs.

In actual fact, the preference is for the professional sciences. Pure science, like Physics, Chemistry, Botany, and Zoology, that underpin the basic training of all science professions no longer attract the students from the upper reaches of the merit list. The reason for this is obvious. Doctors and engineers face no difficulty in obtaining highly lucrative employment abroad.

The subject of science has become popular but the teaching of science has deteriorated. The accent is on professional sciences. Subjects like Physics and Chemistry have become the pastime of those who have nothing better to do.

20. ALI, Shujaat. Nai College Kab Kholay Jaengay? (When Will the New Colleges Be Opened?) --- Akhbar-e-Khawateen (Karachi) 18-24 November, 1978 (U).

According to an estimate, 70 per cent students get through the examinations by adopting unfair means, and 20 per cent of them pass because they memorize the books. Thus, it appears that 90 per cent students are not fit enough for higher education. Despite this, the number of candidates for admissions is on the increase.

Profound concern has been expressed that while the number of successful students in matric is multiplying every year, the condition of existing colleges is worsening constantly. Even those first divisioners are running from pillar to post for admission. It is imperative to raise the standard of education and also to make room for new students.

Technical education has acquired new importance in the country. According to the new education policy, however, more technical institutions should be opened for the students. This step would help stop the invasion of students for admission in colleges. The capacity in the existing colleges should also be expanded, and new educational institutions should be opened in the private sector to cope with the growing demand.

21. JAFFERY, Samina. No One Teaches, No One Studies --- The Herald (Karachi) Vol. 9 (4): 16-17, April, 1978.

This is an analytical sketch of the Karachi University and its problems, such as, the financial crisis, politics, indiscipline, neglectful attitude of students towards their studies, absence of teacher-student relationship, etc.

The syllabi do not equip the students to deal with the day-to-day problems. Most of the textbooks are written by international experts. They have little knowledge of our ideological expectations, economic aspirations and unique experience. The contents of the courses should be made relevant to our peculiar conditions.

22. SHAH, Muzaffar Ali. University Halls of Residence - Some Problems and Solutions --- The Varsities (Karachi) Vol. III (6): 11-13, November-December 1978.

The problems of hostel system can be solved if the Hall Council is made strong and effective by providing it necessary staff, funds, and executive powers. The Chairman of the Hall Council should have full powers over hostel matters.

The hostel problems are many and varied. Some of them are basic. If the basic problems are properly solved, the institution runs smoothly. Either the Pro-Vice Chancellor should be made Chairman of the Hall Council, or the Hall Council should be given necessary funds and staff.

The topic has been further discussed under the headings: 1) non-payment of hostel dues; 2) illegal residents; 3) over-staying hosts; 4) maintenance of hostels; 5) non-payment of telephone bills; and 6) hall council.

23. SHEHAB, Rafiullah. Degree Colleges --- Pakistan Times (Rawalpindi) November 28, 1978.

In order to check the steep fall in the standard of education, the Government, through the University Grants Commission, constituted a study group to identify and study the problems of the Degree Colleges. A group of 14 senior educationists of the country, submitted the report after a year of detailed study of the relevant problems. Unfortunately, however, the report has not touched the basic problem of the prevalent non-observance of the rules and regulations of the education department. For

example, according to these regulations, the teaching work load of a college teacher is from 24 to 28 periods per week. Most of the old teachers took more periods than their prescribed work-load.

But to day, majority of college teachers have only half of the prescribed teaching work-load.

To solve most of these problems of the colleges, the University Grant Commission can easily arrange the publication of the revised edition of the Code. Its strict adherence will definitely solve most of the problems of the colleges.

LANGUAGES, TEACHING OF

24. AHMAD, Gulzar. Toll of English --- Pakistan Times (Rawalpindi) December 9, 1978.

Education at the level of high schools and above needs complete reappraisal. The medium of instruction, naturally, comes first. English, as a compulsory subject at all levels, was, of course, justified before independence. It is not so now, whatever the merits of English language may be, in the sector of administration, higher knowledge of English is almost superfluous.

Below are the intermediate results of some of the colleges of the Rawalpindi Division which reveal the predicument of the young scholars. The results of different colleges show that a majority of students could not be promoted to next class, because they failed in English.

25. HASHMI, Khalid Mahmood. Angrezi - Ikhteyari Mazmoon (English-an Optional Subject) --- Imroz (Lahore) December 20, 1978 (U).

This year, ten thousand, five hundred and ninety-eight students appeared for the examination in English in B.A. of the Punjab University, out of these only three thousand, six hundred and eighty-six students passed in the subject. Thus, the pass percentage comes to only 34.8. This situation, demands that English should be declared an optional subject. The Vice-Chancellor and other educationists have also seem to be of the same opinion.

The percentage of failures in English is rising from year to year. If nothing is done in this behalf, the situation would

soon get out of control. It is interesting to note that up to matric the students are taught through the medium of , but when they enter the college, the whole setup changes. The students who opt for Science and Engineering, face tremendous difficulties. This anomaly needs to be removed as soon as possible.

26. NASARULLAH, Nusrat. In Defence of English --- Morning News (Karachi) December 15, 1978.

There is no denying the fact that the standard of English in Pakistan is falling rapidly. Of course, there are people who feel that English is not needed in Pakistan - not even as an international language because it reminds one of the despicable colonial past of the subcontinent.

There are various reasons of this fall in the standard of English as we use it, and various experts have suggested various measures for correcting this situation. It is a frequent complaint at the intermediate level that the students are not taught English at the school level. School teachers argue that the students have no grounding at all in English when they come up to secondary level.

LIBRARIES

27. GAREWAL, Sher Mohammad. Libraries in Bad Shape --- Current (Karachi) Vol. 4(47): 9 and 16, November, 26, 1978.

Libraries play an important role in the reconstruction of a nation in so far as they help in spreading learning among the masses. Civilized societies are unthinkable without well-conceived and well-planned educational policies and systems which cannot succeed without well-maintained and well-organized libraries. That was why early Muslims founded great libraries wherever they went.

But after the creation of Pakistan, we could not maintain our age-old traditions of library building. The noteworthy libraries in Pakistan are: the library of All-Pakistan Educational Conference, Karachi, the library of University of Karachi; Dayal Singh Trust Library of Lahore; the Library of National Commission for Historical and Cultural Research; Peshawar University Library; and the Islamic Research Institute Library.

Problems such as: improper maintenance of library buildings,

librarians' general dissatisfaction with their profession, non-availability of books; and recovery of outstanding books have been discussed.

28. KHAN, Munawwar Sultana. Why We Need Libraries --- Morning News (Karachi) December 16, 1978.

In every business, money is invested in the hope of some profit. Investing money in the development of library resources on a national level is an enterprise that can never result in a loss. Nowadays, in advanced countries huge sums of money are being spent for this purpose.

Library resources play an important role in the intellectual development of the people, and this development in its turn leads to the advancement of technology and industry. This is the age of science and technology. Developing countries such as ours need to develop bibliographical apparatus for the general use of public libraries.

29. SHAMSHAD, M.S. Automization of Libraries - An Idea --- PNA Journal (Karachi) Vol. XI:99-103, 1978.

As our libraries grow in size, they become increasingly difficult to use. Unless one knows the exact name of an author or the exact title of a book, one cannot locate it.

Let us consider the problem of finding relevant information about a research topic by a research student. We have several hundred thousands of items to search. The high speed computing machine can make a significant contribution to this effort. The user could furnish it with information about what type of problem he wants to solve, and the computer can be asked to detect ones that appear to be relevant.

The topic has been discussed under the headings: 1) requirements and limitations; 2) central library set-up; 3) material structure; 4) computer-based storage of material; 5) user computer-based facilities; and 6) user directory.

LITERACY

30. NAQVI, S.A.H. Production of Books --- Morning News (Karachi) December 14, 1978.

The program of adult education has assumed considerable

importance, in view of the present high illiteracy rate (76.3 per cent) and the addition of about a million illiterates every year. It is generally not possible to go too far with the education of children without the active interest and support of parents.

The program has been divided into two phases. Under the first phase viewing centers will be increased from 200 to 400 with the assistance of IBRD. Under this program 48,000 persons are expected to become literate through the aid of radio and television at the end of each course consisting of 156 lessons.

Under the second phase, second channel facilities for educational programs of three hours, duration every day will be created at a cost of Rs. 23 million at Karachi, Lahore, Rawalpindi/Islamabad TV studios.

MEDICAL EDUCATION

31. BANO, Husan. Medical College --- Dawn (Karachi) December 2, 1978.

One more medical college is needed in Karachi, which is the biggest city of Pakistan. The rate of production of First Divisioners is growing every year. This year the results show a figure of 1,500 First Divisioners desirous of getting admission to medical colleges. While announcing the policy of admission to medical colleges, the Government should keep the following suggestions in mind:

1) A third medical college is required for about 500 students.
2) If this is not possible, at least 500 additional seats should be provided for male students of Karachi in Sind Medical College, Nawabshah Medical College, Chandka Medical College, and Liaquat Medical College (Hyderabad).

32. HUSSAIN, Enayet. Medical Colleges --- Dawn (Karachi) December 30, 1978.

Our country is facing an acute shortage of qualified doctors. By international standards, the ratio between the doctors and the population is appalingly low. In our villages, thousands go without any medical aid worth the name. The need for a new medical college is, indeed, pressing.

The ratio between girls and boys in Karachi medical colleges

should be changed from 10:15 to 10:30, as is the case in the medical colleges of Sind. As is well known, few years after graduation, not more than 25% of lady doctors continue working regularly. Out of some 682 seats in Karachi, 410 are meant for boys. This figure should be raised to 511. At other places this ratio is 10:41.

The shortage of teaching staff in medical colleges is one of the main reasons for the falling academic standards. Naturally, we need more medical teachers,

33. MURAD, Ahmad. Medical University or Ivory Tower? --- Pakistan Times (Rawalpindi) December 8, 1978.

With the haphazard growth of new medical colleges, the standard of medical education has deteriorated so much that our own countrymen have lost all confidence in our young medical graduates. The standard of medicare in the country is already poor, and unless something is done quickly to improve the medical institution, a public demand may be made for closing down some of these institutions.

Opening of a medical university will be a positive step towards achieving this goal. The university must be an amalgamation of all medical colleges in Lahore with its head-quarters at the new campus. This university must be headed by an active employee-President and not by a figurehead like the provincial governor. A committee consisting of the Dean of the university should select four Associate Deans. They should have liaison with the administration of affiliated hospitals.

34. RAZA, Ahmad. Medical Ta'aleem Ka Meyaar (The Standard of Medical Education) --- Imroz (Lahore) October 12, 1978 (U).

Of late, the standard of medical education in our institutions has dropped so low that most of the countries of the world do not recognize our medical degrees. The number of medical college has immensely risen together with the number of students, but the standard of medical education has remained where it was quarter of a century ago. One of the causes for this state of affairs is that the number of students has risen out of all proportions. Another reason is that the strength of the teaching staff has remained stationary. The result is obvious.

Yet another reason for our low standard of medical education is the present system of examination followed by the Secondary Education Boards. For the last few years, recommendations, bribery, and other evils have been playing havoc with

the process of admissions to medical colleges.

PROFESSIONAL EDUCATION

35. TAHIR, Hasan Bin. The Enormous Problems of our Book Industry --- Morning News (Karachi) November 15, 1978.

The book world of Pakistan has been up against enormous difficulties since Independence. Publishers, book-sellers, printers, librarians, and other related personnel are not satisfied with the slow progress of the industry. In Pakistan, Karachi and Punjab Universities can introduce courses on book industry on the pattern of Delhi and Madras Universities. The Publishers, Booksellers, and Printers Associations of Pakistan can play an important role in this sphere. They can constitute a Board or Federation of their Associations and with the cooperation of National Book Development Council of Pakistan, they can work out on the feasibility of establishing training institutions in Karachi and Lahore.

The best means of overcoming the problem of shortage of books is to establish good and uptodate libraries and reading rooms in the institutes. Book famine in our country should be taken as a warning, and we should work in a systematic manner to provide constructive and useful reading materials to the people.

PSYCHOLOGY

36. KHAN, Ehsanullah. Student Guidance and Counselling Program in Higher Education --- The Varsities (Karachi) Vol. III (6): 14-17 and 22, November-December 1978.

Students guidance and counselling as an organized service in the modern educational pattern of any country has its basis both in empirical and rational concepts of human behavior derived scientifically from a series of sociological and psychological studies. Our educational pattern, too, has lately begun putting due emphasis on the need for guidance and counselling of students.

By defination, guidance and counselling are meant to help the student in the better understanding of his potentialities. The student is also taught to better utilise his unique interests, abilities, and aspirations for the greatest benefit of society and for the fulfilment of his personal life.

The topic has been discussed under the headings: 1) youth and guidance; 2) discipline problems; 3) current education scene; 4) main functions of guidance; 5) some common features; 6) research cells; and 7) a plan for 3,000 college population.

37. KADEER, A.A., Student Guidance and Counselling --- The Varsities (Karachi) Vol. III (5): 19-22, September-October, 1978.

Our greatest desire is to purge evil and promote goodness and godliness. This can come only through a long and continued process of learning and discipline. Today, the learning and education process has become very scientific.

At the first stage, nature itself becomes a great teacher. At the second stage, the youth is guided and taught by the mother and father. Then he obtains guidance from the people around him.

The topic is discussed under the headings: 1) several stages; 2) a new world; 3) the teachers; 4) proper guidance; 5) new developments; 6) character-building; 7) demands of life; 8) vocational guidance; and 9) students functions.

38. QADIR, C.A., Student Interest and Motivation --- The Varsities (Karachi) Vol. III (6): 29 and 55, November-December, 1978.

Motivation is an integral part of purposeful learning, and is intimately related to efficiency. There is no doubt that individuals have preference for engaging themselves in one activity to the exclusion of others. The tendency to give selective attention to one activity or some activities to the exclusion of others is dangerous. Interest in education is an effortless activity. It is not an amusing entertainment of the pupil. On the contrary, it is a joyous attainment by the pupils. It is not the line of least resistance, it is an attempt to discover the line of greatest attraction.

The topic has been discussed under the headings: 1) teacher's job; 2) affectionate relations; and 3) anxieties.

SCIENCE EDUCATION

39. HUSSAIN, Fazal. Laboratory Management and Maintenance --- The Varsities (Karachi) Vol. III (6): 23-25, November-December, 1978.

In the scientific revolution of this century, the laboratory

occupies the position of prime importance. For teaching, research and routine practical work an army of technically trained personnel is required.

Although much of the subject matter deals with the Chemistry Laboratory in particular, many of the points discussed will be found to be applicable to many other types of science laboratories.

The topic has been discussed in some detail under the headings: 1) building and lay-out; 2) drainage; 3) stores; 4) staff rooms; 5) usual laboratory services; and 6) students.

The following points have also been discussed: preparation rooms; shared apparatus; recovery of residues; maintenance; accident precautions, such as cuts, poisoning, electric shocks, etc.; lecture theatre; research requirements; and workshop.

SOCIOLOGY

40. RASHID, (Miss) Rifat. Place of Social Work in Education --- The Varsities (Karachi) Vol. III (6): 8-10. November-December, 1978.

The worth of a citizen depends upon the worth of his education. Social work is a part and parcel of education as it makes the process of education really worth while. Its place in education cannot be over emphasized.

The topic has been discussed in some detail under the headings: 1) education; 2) social work; 3) social welfare; 4) social problems of Pakistan; 5) concept of social welfare; 6) national plans and social welfare; 7) strategies for development; 8) manpower needs for social welfare; 9) basic values of social work; 10) scope of social work; 11) social programs; 12) social service units in colleges; and 13) role of teacher in social service units.

SPECIAL EDUCATION

41. Gifted Children Can Suffer at School --- Current (Karachi) Vol. 4 (18): 17. April 30, 1978.

Gifted children have just as much difficulty in ordinary life as backward children. Many of the so-called gifted were failures at school because of lack of concentration, insecurity, and fear, although their IQ was as much as eighty percent above

average.

Many parents classify such youth as "problem children" and put them under pressure to conform to the normal. The result is severe emotional conflicts for the children involved. They subconsciously try to suppress these conflicts by becoming "different".

Poorer school work and psychological imbalance of these gifted children are a kind of cry for help and attention. What is needed is more information, guidance, and advice from their parents.

To neglect the problems of these children is just as anti-social as to neglect those of backward children. It should not be forgotten that there are as many gifted as backward children in the community.

STUDENTS' PROBLEMS

42. FARRUKHI, Asif Aslam. Students and Politics --- Current (Karachi) Vol. 4(29): 10, July 23, 1978.

The question is whether students should take part in politics at all. If the future citizens are to vote properly in the elections of tomorrow, they have to learn the game of politics and learn to appreciate the major issues at stake.

Students have played an important part in the politics of Pakistan. They did yeoman's service in the Pakistan Movement and did a lot to mobilize public opinion in favor of the partition of India.

Mention has also been made of elections to the students' bodies in the Karachi University and various colleges in the city.

TEACHERS

43. ARIF, Manzoor. Our Teachers --- Pakistan Times (Rawalpindi) October 29, 1978.

The Government has taken a step in the right direction by allocating 3.7 per cent of the GNP, as against 1.9 per cent, for education. The quality of education can be improved only if the profession is made attractive enough for teachers. Moreover, talented teachers should have the opportunity to step

into higher positions of authority. Their capabilities must not be sacrificed at the alter of seniority.

At present, only the persons who fail to get other jobs join the Education Department. This creates an army of disgrunted and dissatisfied teachers who are not sincere to their profession. Moreover, quite a few talented teachers are forced to work at levels that do not allow them to show their capabilities. This creates despondency and despair in them.

Opening of new schools and revision of curricula according to socio-economic needs of the country or region are good steps. Buildings are of secondary importance. The crying need of the hour is to ameliorate the lot of the teachers financially and socially, so that they can put in their best to make the education policy a success.

44. ATIQULLAH. Our Teachers --- Pakistan Times (Rawalpindi) December 29, 1978.

The teacher alone is not to blame for the deterioration in the standard of education. There might be some teachers who are not devoted to their profession. But majority of them are not only devoted but also sincere to their jobs. It is most unfortunate today we are in the grip of political mania, and the politicians are bent upon to misguiding both the teachers and the students. The authorities should see to it that politics does not spoil the educational institutions. They should impose a ban on college and university unions. The pity is that even the students, otherwise honest and hardworking, and are devoted to their studies /also suffer/. It is high time the government took strong action against hooliganism and strikes in our educational institutions.

45. FAROOQI, Manzar. Our Teachers --- Pakistan Times (Rawalpindi) December 24, 1978.

The teachers are only partly responsible for the falling standards of education. First of all, we should accept the fact that "teachers" mean not only college teachers but also school teachers. There are only 7,000 college teachers in the Punjab. The number of school teachers is far higher. In spite of this, they are not allowed to take part in policy making or educational administration.

Secondly, it must be admitted that the school, which is the foundation of the whole educational structure, has always been ignored in the past. About 80 per cent of our school teachers

have to work for miserably poor emoluments. Most of them live in rented houses and have to pay half their salaries in rent. This is the reason why he runs after private tuition. Everybody says that private tuition should be banned. The standards of education will continue to fall until the lot of the school teachers is improved, and they are handsomely paid.

46. GILL, W.B. Teachers' Role --- Pakistan Times (Rawalpindi) November 19, 1978.

Here are a few suggestions in respect of teachers: 1) Teachers should be recruited through competitive examinations. 2) Teachers who are partly or poorly trained should be asked to complete a training course. 3) Teachers should be held directly responsible for low results, and the process of accountability should be made simple and expeditious. 4) Action must be taken against the heads of institutions who show bad results. 5) Private coaching should be totally banned. 6) Steps should be taken to rid educational institutions of political factionalism. 7) The private sector must be encouraged to contribute its due share to the national education effort. 8) Ways and means should be found to make classroom teaching more meaningful. 9) Most of our colleges are overstaffed. Surplus teachers should be shifted to colleges where they are really wanted.

47. HASAN, Ahmad. Teachers' Plight --- Pakistan Times (Rawalpindi) December 13, 1978.

A grievous anomaly has marred the otherwise excellent scheme of the nationalization of educational institutions. But as it was framed and enforced in hurry, it has caused some confusion, especially in the matter of the fixation of seniority and the grant of pensions. Many teachers complain that after attaining the age of 58 years they were summarily retired, in breach of their contracts or agreements with their previous employers. Furthermore, their services were counted not from the day they had joined their respective schools or colleges, but from the day these institutions were nationalized - September 1, 1972. This deprived them of the benefits of pension and gratuity which would have acrued to them had their entire length of service been counted. The Government may not be blamed for their present plight, but the bureaucrats who 'process' cases at the lower rungs of administration certainly are. All that is needed to put matters right is a brief Federal notification in this regard.

---

48. HASHMI, Khalid Mahmood. Asateza Ki Bharti (The Employment of Teachers) --- Imroz (Lahore) November 29, 1978 (U).

Here are a few suggestions for making the role of the teachers more effective: 1) Teachers should be recruited on the basis of competitive examinations. Aptitude tests should be held for judging their suitability level. 2) An institution on the pattern of Civil Service Academy should be set up for the training of teachers. This is important because majority of our teachers are ignorant of the modern system of education and techniques of teaching. It would be a platitude to say that poorly educated teachers turn out only poor students.

Generally speaking, our teachers run after money. They readily sacrifice their profession to a handful of coins.

49. HAYE, Abdul. Teachers' Plight --- Pakistan Times (Rawalpindi) November 24, 1978.

The 1972 nationalization scheme has given rise to some very serious human problems. The most adversely affected victims of nationalization, however, have not been able to attract the attention of the Martial Law Authorities to their miserable plight. Under the nationalization scheme, all teachers and principals of private colleges, who attained the age of 58 on September 1, 1972 were retired practically without notice. The present government should, therefore, compensate such teachers of nationalized institutions. The

previous government had given solemn assurance that all contracts and agreements made by private managements would be honoured. The government not only failed to honour this commitment, but also proceeded to take over all assets and properties of private institutions.

50. KIZILBASH, Hamid H. Self-Evaluation and Motivation --- The Varsities (Karachi) Vol. III (6): 30, November-December, 1978.

This is a criticisim of the present system of our colleges and universities and their teachers. Our good college biochemist or historian is all the time busy fighting to become permanent, to get funds for research, to get promotion, or to go abroad. Teachers are fully conscious of the fact that they are not doing their job, but the impulse and motivation for self-evaluation are destroyed or inhibited by the present environment.

The subject matter has been discussed under four broad heads: i) Self-evaluation and motivation for what?; ii) Impediments in the way of proper self-evaluation; iii) Various kinds of self-evaluation; and iv) Is self-evaluation possible?

51. MAHMOOD, Kamal. Asateza Ka Kirdaar (The Teachers' Role) --- Jang (Rawalpindi) October 21, 1978 (U).

There is no denying the fact that the nationalization of educational institutions has served to drag down the standard of education. Majority of teachers are happy that no action can be taken against them. This attitude of the teachers has done great harm to the standard of education. Coaching centers have sprung up everywhere. The students also think that unless they join the coaching centers or engage a teacher for private tuition, they cannot pass.

There are, of course, many other causes for bad results. The basic thing in respect of education is the sense of responsibility and the pride of profession in the teachers. It is the duty of all teachers to spend maximum time in the institutions and with their students. Heavy responsibility also lies on the shoulders of headmasters and principals.

52. QADEER, Ehsan. Our Teachers --- Pakistan Times (Rawalpindi) November 7, 1978.

The new education policy will also go the way of all other politices framed in the past. Our educational problems are many and varied. They cannot be studied in isolation from the surrounding socio-economic reality.

Teachers play a pivotal role in the system of education, especially because our education /is ideology-oriented. It is only the teacher who came make the system workable and meaningful. All school teachers who hold B.A. and B.Ed. degrees must start in NPS 17, as do college lecturers. It should be enough satisfaction for the lecturers that they are working in colleges. The benefits of automatic promotion to higher grades should be available to all categories of teachers working in government institutions.

53. QURESHI, K.R. Our Teachers --- Pakistan Times (Rawalpindi) December 21, 1978.

Unfortunately, our teachers want easy money and in a big way. Some years ago, they had won, after a long campaign, Grade 17,

along with doctors and engineers.

The most abused, and perhaps unfortunate section of our society, has been our student community, which is being "guided" by disgruntled and lethargic teachers. Our education system is in a mess today because of the incompetence and indolence of our teachers. They simply do not work. But they do want plenty of time and money.

When it comes to comparison with other services like Customs, Police, or the Railways, they must realize that their jobs are whole-time and involve a lot of responsibility. For that matter, even journalists, having equivalent or better qualifications than college teachers, have to work hard to get as much as an assfstant professor earns. It is time our teachers took their profession seriously.

54. SAMI, Khanzadeh. Moujuda Ta'aleemi Policy Aur Asateza (The Present Educational Policy and the Teachers) --- Jang (Rawalpindi) October 31, 1978 (U).

There is no denying the fact that teachers play an important role in the development of education. One would also agree that the success or failure of any educational policy depends largely on them. The fixation of service conditions for the teachers in the new educational policy is of utmost importance. In this policy every teacher has to declare that he strictly adheres to Islamic principles and implicity believes in the ideology of Pakistan. In the past, there was no such binding for any teacher.

With the announcement of the new educational policy, one hopes that we will be able to achieve our ultimate objectives. Further, we have to see to it that teachers do not relapse into financial stringency. They must be respected in society and paid handsomely. Primary school teachers should have priority in this regard, because it is they who lay the foundation for the future education of our children.

55. SIDDIQI, Ahmadullah. Teachers' Role --- Pakistan Times (Rawalpindi) October 21, 1978.

Educationists, teachers, and parents, have repeatedly complained about the progressive decline in the standard of education in our schools and colleges. But no positive action has been taken at any level. Teachers alone can hardly do anything in a situation where the trend is towards taking things easy.

No one disputes the teachers' claim to a reasonable standard of

living. But, if they had paid even half as much attention to their duties, the situation would have been different on the educational front. The new generation of teachers leaves the profession at the first opportunity.

It is not given to all to become model teachers, but with a little striving everyone in this noble profession can have the satisfaction of doing a rewarding job. The heads of institutions have in this regard an important responsibility. They have not only to set an example of honest, devoted work but also to devise ways of getting the best out of their colleagues.

TEACHING METHOD AND MEDIA

56. GORGANI, Tanwir Jehan. Instructional Technology and Process of Communication --- The Varsities (Karachi): Vol. III (5): 26-27 September-October, 1978.

It is very important to examine the importance of education in the new technology. Like most other elements of contemporary life, education can scarcely escape the influence of continuing technological development that is rapidly changing our ways of living. Audiovisual technology refers to the systematic use of a particular category of instructional materials and promises to foster and expand the role of formal education.

Today, there are more than forty different kinds of audiovisual materials and experiences, such as radio, T.V., models, mock-ups, real objects, etc.

Seven audiovisual tasks have been discussed along with the 'Cone of Experience' by Dr. Dale.

57. HAQ, Anwarul. Urdu, Hamari Qaumi Zaban (Urdu, Our National Language) --- Nawai Waqt (Rawalpindi) December 20, 1978 (U).

Urdu, as the medium of instruction, should be immediately introduced right from the primary to the college levels. English may be retained for research work, higher studies, or international dealings. It is suggested that functional English should be taught up to High School level. English may be allowed as an optional subject for the classes of Intermediate and B.A. According to statistics, nearly 60% students fail in English. This entails unnecessary loss to the students as well as their parents.

The teaching of scientific subjects in Urdu is criticized in

some quarters on the ground that scientific terminologies do not exist in Urdu. This is not true. Certain terminologies that do not exist can be retained as they are, because there are many English words that have become part and parcel of the Urdu language.

There is no denying the fact that Public Schools and European type of Schools are an obstacle to the advancement of our educational system. These institutions have their own temperament and books are imported for them from abroad.

58. HASAN, Zahoorul. Qaumi Ta'aleemi Policy Aur Zaria Ta'aleem (National Education Policy and the Medium of Instruction) --- Nawai Waqt (Rawalpindi) November 7, 1978 (U).

The Government's decision to introduce Urdu as the medium of instruction in all English medium schools is laudable. No time limit has been fixed for the completion of this process. Moreover, this decision has been limited only to the English schools that are under the direct control of the Government.

In these so-called English medium schools, students are prepared for junior and senior Cambridge, where Islamiyat is not a compulsory subject. They are also taught English History in place of Islamic History. After qualifying in competitive examinations they are given key posts. The authorities should take note of these anomalies and reform our system of education.

59. KHAN, Azmatullah. Angrezi Zaria-e-Ta'aleem, Naqis Nisab-e-Ta'aleem Bemaqsad Ta'aleem (English Medium of Instruction Defective Syllabus, Purposeless Education) --- Nawai Waqt (Rawalpindi) October 10, 1978 (U).

English, as a medium of instruction, is the biggest problem for our students. There are many countries in the world that employ their own national languages for the purposes of education. To retain English as the medium of instruction in Pakistan is not justified. Urdu should replace it in all our institutions.

The present system of education is more or less purposeless. Our students fail to understand the explicit objective of the present system of education. Till matric they are taught in Urdu, but when they are admitted to the college, the medium of instruction changes over to English to the frustration of the students.

-----oOo-----

60. KHAN, Karamat Ali. Introduction to the Visual Aid as Help to Better Comprehension --- The Varsities (Karachi) Vol. III (6): 3-7, November-December, 1978.

A teacher should know the value and importance of thorough understanding, and use all possible means to communicate knowledge or ideas to others. Communication has been described as "a process of sharing experience till it becomes a common possession. Importance of audiovisual and other instructional material, for teaching-learning process, has been explained.

The topic has been discussed under the headings: 1) effective communication; 2) complex system; 3) new evaluation; 4) automation; 5) future needs; 6) theory and practice; 7) classification of materials; 8) models; 9) television; 10) films.

61. NIAZI, Ghulam Yasin Khan. Ta'aleemi Yaksaniyat Ka Mas'ala (The Problem of Educational Uniformity) --- Nawai Waqt (Rawalpindi) October 13, 1978 (U).

Unfortunately, the syllabus of our primary and secondary education has divided our schools into two categories, Urdu medium schools, and English medium schools. This is bound to adversely affect our national unity. It seems that English medium schools are meant exclusively for the children of the 'haves,' and Urdu medium schools for the children of the 'have-nots.' Majority of English medium schools are run by a particular class of people with a particular ideology.

If the medium of instruction in these schools is changed to Urdu and the schools are merged in the same category, all sections of the population will be able to share the common benefits of education.

62. SETHI, Nasreen. Nizam-e-Ta'aleem Mein Urdu Ki Ahmiyet (The Importance of Urdu in the System of Education) --- Nawai Waqt (Rawalpindi) October 17, 1978 (U).

Our present system of education is up against a number of problems, of these, the problem of language deserves special attention of our educationists. It is unfortunate that an independent nation as we are, we have so far avoided to declare Urdu as the medium of instruction in all educational institutions. There is no denying the fact that English, as a compulsory language has done more harm than good to our education. Various Commissions on Education have strongly recommended the adoption of Urdu as the national language, but nothing has been

done as far in this connection. Every year, majority of students fail in English.

Those who want to retain English, argue that if it is substituted by Urdu, the standard of education would fall. Perhaps they do not know that English is a veritable burden on the minds of our students. English, should, therefore, be divested of its present position and retained only as an optional language. If, however, this is not possible at the moment, it may be eliminated from primary classes.

63. SHAUKAT, (Mrs. Nasim.) The Learning Process Related to Teaching --- The Varsities (Karachi) Vol. III (6): 31-33, November-December, 1978.

College teachers are often criticized for "poor techniques of presentation," "little knowledge of the learning process", and "lack of understanding of the intellectual standard of undergraduate students."

College teachers are also criticized for being irregular in attendance, being aloof, or being too much friendly. It goes without saying that there is a need for proper planning in college teaching, and that teachers can be helped to a higher level of competence.

The topic has been discussed under the headings: 1) nature of learning; 2) knowledge of goals; 3) motivation; 4) clear communication; 5) analysis of the learner; 6) meeting the class; 7) teaching methods; 8) informal lectures; 9) group discussions; 10) seminar method; and 11) panel discussion.

TECHNICAL EDUCATION

64. ALI, Mir Mohammed. The Training of Engineering Technicians --- The Varsities (Karachi) Vol. III (5): 16-18, September-October, 1978.

The most significant development in education theories in modern times has been the emergence of investment concept of education. In economic terms, it may be called an accumulation of human capital and its effective investment for the growth of a society. Investment in technical and scientific education is the most effective way for a society to develop, as it helps to produce conditions essential for successful modernization.

The topic is discussed under the headings: 1) Productivity; 2) Industries; 3) Qualification; 4) Selection;

5) Industrial Training; and 6) New Trends.

65. LODHI, Abdul Hafiz Khan. Technical Education Aur Asateza Kay Massa'il (Technical Education and Teachers' Problems) --- Nawai Waqt (Rawalpindi) November 14, 1978 (U).

The need for and utility of technical education cannot be over-emphasized in this age. The developed countries of the world are very keen about this aspect of education. So are China and Japan. Japan, in particular, has made tremendous advances in technical education. But in Pakistan technical schools are few and far between. The Government should pay more attention to this situation and open more such institutions.

One-third of our population lives in rural areas. Every effort should be made to open technical schools there.

TEXTBOOKS

66. AHMAD, Ashfaq. Darsi Kitabon Par Nazr-e-Sani (Revision of Text-books) --- Nawai Waqt (Rawalpindi) October 2, 1978 (U).

Now that a committee, consisting of three numbers has been appointed to raise the selection of textbooks, the following suggestions may be useful: 1) The committee should not limit its findings only to ideological defects in text-books. There is a general complaint that the books are rather difficult for the students. 2) The committee should revise the text-books in the light of Islamic teachings. 3) The methods of selecting writers and the publishers should be revised. Only those writers who are ideologically mature and experienced should be selected for the job.

WOMEN'S EDUCATION

67. FAIZ, Alys. Women's Education in Pakistan --- Viewpoint (Lahore) Vol. III (33): 31, March 26, 1978.

We cannot separate the problems of women's education from those of the education in general. Women's education at present suffers from even greater limitations than that of men. A man's education is regarded as an investment of value, whereas a woman's education is generally supposed to be a supplementary qualification for marriage.

The future of women's education in Pakistan is largely in the hands of women themselves.

Those women who have learned a little, worked a little, and struggled a little may help to change the existing pattern of life. But their plan and struggle must be based upon a desire for equality and justice. They must be clear and uncompromising about this fact. They must ensure that the fruits of this land may be partaken by all, and that education will be the right of all women.

GENERAL

68. ALI, Anita Ghulam. Public Relationing in Education --- The Varsities (Karachi) Vol. III (6): 26-28, November-December, 1978.

The need and extent of public relationing and its utility is tied up with the role of the teacher. This role is expected to be played by society, by the students, and by the teacher.

The teacher and the parents must develop mutual liaison in the interest of the student and education. The sharp contrast between the values of the home and a sound, meaningful education must be narrowed down.

The topic has been discussed under the headings: 1) Muslim tradition; 2) pivot; 3) modern times; 4) influence of universities; 5) other qualities; and 6) parents.

69. ANWAR, M. Ta'aleemi Inhetaat Ka Zimmedar Kaun (Who is Responsible for the Deterioration in Education) --- Imroz (Lahore) October 4, 1978 (U).

The spreading deterioration in education has attracted the attention of one and all. Some hold the teachers responsible for this rot, and others blame the parents. Even the students are not spared in this matter. The truth is that the teachers, the parents, and the students share the responsibility equally. One of the common complaints is that students are not taught properly. Teachers do attend the class, but they either gossip or attend to their own private job. Parents, on the other hand, do not bother to know thing from their wards about the progress of their study. The students, on their part, while away their time in politics. All these factors have affected the quality of education.

The yearly results of the final examinations show that the

percentage of failures is yearly on the increase. The truth is that neither the teachers, nor the parents are solely responsible for the deterioration in education. If the students themselves make it a point not to waste their time in petty matters, nobody can stand in their way. The teachers will be soon forced to give up their lethargy and indifference to their duty.

70. AZIMULLAH. Ta'aleemi Inhetaat (Deterioration in Education) --- Nawai Waqt (Rawalpindi) December 5, 1978 (U).

Students coming to the colleges from Urdu medium schools are taught, all textbooks in English. Naturally, they fail in the examinations. The syllabus, too, is very difficult and lengthy. The result is that they fail in the examination. The syllabus should, therefore, be shorter and suitable to the needs of our country, and the education should be imparted in our own national language, Urdu.

71. BEG, Mirza Altaf Ali. Educational Standards --- Pakistan Times (Rawalpindi) November 27, 1978.

There are many reasons for the present state of affairs. The most important among them is the unending petty politics. It is time we put a ban on inciting students or teachers to resort to agitational politics. The standard of education naturally falls when schools, colleges, and universities have to be closed down for months on end.

At long last, courses of study at all levels have been revised so as to bring them at par with those in other parts of the world. Both teachers and students are working hard to make up the lost ground. But examination results show that much has to be done to come up to the desired standard of education.

Some libraries and laboratories are still poorly equipped. It is also tragic that whatever little we get to know about the recent advances in science and technology should be available to us only in a foreign language -- English, which in itself is a great hurdle for our people in absorbing new ideas. Efforts should be made to transfer as much of modern technological and scientific knowledge into Urdu.

72. CASEY. To Learn and to Teach --- The Statesman (Karachi) Vol. XXIII (9): 12-13, January 28, 1978.

The students' needs are traditionally oceanic, incalculable. The opportunity for the teacher is equally vast and inviting.

Let us ponder whether these words apply to Pakistan? The general run of our students is satisfied with what their teachers and professors give them.

Students are of different types. The majority are content with cribbing for the examination. Those who take extra private tutions do not fare much better by way of true learning. Their special tutors merely help them to memorize lessons. School teachers incharge of large unruly classes can hardly be expected to give anything even remotely resembling individual attention. Consequently, private tutors set up exam-passing factories in their houses. The few exceptionally bright students easily see through the capabilities of their teachers. They go to libraries to find the knowledge they thirst for.

73. HASHMI, Khalid Mahmood. Meyar-e-Ta'aleem Ki Pasti (Falling Standard of Education) --- Imroz (Lahore) December 27, 1978 (U).

The results of the B.A. examination held by the Punjab University are hopelessly poor. Majority of students have failed in English. A little analysis will show that both teachers and parents are equally responsible for this sad state of affairs. It is apparent that most of the teachers have lost interest in teaching and the students have become indifferent to education.

Although the percentage of admissions to colleges and universities is on the increase, the percentage of successful students is constantly falling. Thousands of students who pass the matric examination in third division, promptly get admission to colleges. The result is obvious. They do not fare well in college examinations. What is more unfortunate is the fact that most of our teachers have become infatuated with the idea of making money by all means except hard work and loyalty to profession.

74. KHAN, Abdul Hafeez. The Mess in The Schools --- The Herald (Karachi) Vol. 9 (5): 44-46. May, 1978.

Today, education in Pakistan is afflicted not with one, but with many diseases. After thirty years of independence, we are still fliring with our national language. Urdu has failed to achieve the status of official language. Nobody takes it seriously. They should not, for it doesn't pay. When it comes to jobs, an M.A. in English is given preference to an M.A. in Urdu - a practice unheard of in most countries of the world.

The topic has been discussed under the headings: 1) exams. a big fraud; 2) school buildings; 3) educational

authorities; 4) teachers; 5) of books and authors; 6) audio-visual aids; 7) of laboratories and libraries; 8) health; and 9) snacks and lunches.

75. NIAZI, Ghulam Yasin Khan. Angrezi Zaria Ta'aleem Kay School (English Medium Schools) --- Nawai Waqt (Rawalpindi) December 15, 1978(U).

According to an unofficial report, there are at present more than ten thousand English medium schools in our country. Out of these, the percentage of nationalized schools is about two.

There is no mention in the booklet of any new education policy especially about the change in the English medium at any stage. Such problems call for immediate and satisfactory answers. The problem of admissions also needs immediate solution. Admission on the basis of merit is, no doubt, commendable. But admissions should not be left to the discretion of the authorities of the schools.

76. QURESHI, Naheed. Ta'aleemi Inhetaat Ka Zimmedar Kaun? (Who is Responsible for Deterioration in Education) --- Jang (Rawalpindi) November 7, 1978 (U).

Lately, the fall in the standard of education has assumed serious proportions in the country. Education revolves round three personalities: the parents, the teachers, and the students. Some blame the parents for the fall in the standard of education. They argue that if the parents had adopted stricter attitude and remained vigilant, their wards would not have dared to waste their time in idle activities.

Others argue that the teachers have become indifferent to their duties. They attend the class all right, but they do not teach. They just while away their time either in gossiping or in doing their own private work.

Yet others that the student community is to be blamed in the matter. Majority of students have taken to politics as a hobby and do not care to attend the classes or read their text-books. The truth is that the parents, the teachers, and the students are equal to blame in the matter.

77. SAAD, Ibrahim. Books, Libraries and National Development --- Dawn (Karachi) November 3, 1978.

We have bookshops in the cities, and only in big ones at that. The masses living in villages and the outlying areas have to

go without any reading material. Libraries, which are not mean customers of the book trade, can do yeoman's service, but they simply do not exist in the rural areas. Even in big cities, these institutions are few and far between. They have only nominal funds for the purchase of books. So long as a network of well-stocked libraries is not established and maintained throughout the country, book production will remain a pious dream.

There are other problems of quality in contents and production. All these problems can be solved with the concerted efforts of all the components of the bookworld, namely, authors, publishers, printers, booksellers, and librarians.

EDUCATION PLANNING (Special Section)

78. AHMAD, Akhlaq. New Directions in Education --- Pakistan Times (Rawalpindi) December 31, 1978.

Here are some of the problems connected with our national education: Falling standard of education; im balance between instruction and job market; large drop-out percentage at lower levels of education; disproportionate increase in the number of aspirants for professional degrees to the deteriment of the ancillary but essential pure sciences; and the plight of the socially underprivileged teacher.

The primary educational structure is in bad shape, especially in the countryside where primitive conditions still prevail despite 30 years of planning. The new policy envisages the use of the mosque to supplement rural education, and plans to set up, initially, a thousand workshops to orient children in the countryside. But, in the light of our past failures, this new policy holds out little hope

79. AHSAN, Jamil. Nai Qaumi Ta'aleemi Policy (New National Education Policy) --- Jang (Rawalpindi) October 4, 1978 (U).

It is satisfying to see that a new national education policy has been announced. But the desired results can be achieved only if the government and the authorities in the education department put it into practice with all sincerity. The teachers and the students, too, on their part, should sincerely do what is expected of them in making this policy a success. The teachers have to play the major role in this field, because it is they who build the character of their students. This is possible only if the teachers present themselves as a model to the students. There is no denying the fact that no education policy can

can succeed without their sincere cooperation.

80. AKHTAR, Nadeem. Talaba Kay Masa'il (Problems of Students) --- Jang (Rawalpindi) October 3, 1978 (U).

There are some inherent defects in our system of education. The need of the hour is to bring about revolutionary changes in our system of education. At the moment the biggest problem is the syllabus, which should be revised according to our needs.

Urdu should be immediately made the medium of instruction, and teaching of the ideology of Pakistan should be made compulsory. Unfortunately, majority of our talented students fail to express themselves in English, which is still the medium of instruction in colleges and universities. The most pressing problem for our students is the medium of instruction in colleges. The students who complete their education in Urdu-medium schools cannot improve their knowledge of English and cannot fare well in the examinations.

81. AKHTAR, Waheed. Streamlining Education --- Pakistan Times (Rawalpindi) October 14, 1978.

The new education policy announced by the Federal Education Minister reflects the consensus on the direction our education should take. The time-table of the new policy spreads over the next five years and is targeted on the 80 per cent illiterates of the nation as well as the 60 percent school children who drop out from high school. A National Center for Science Education will be established to supervise and standardize the teaching of science. A technical teachers' training college is also envisaged at the national level.

Above all, under the new central direction, technical and vocational education will be made production-oriented.

The ideological orientation of the textbooks has received attention, and the authorities are already hard at work to improve and increase the ideological content of the syllabi.

82. ALI, Mirza Asad. New Education Policy --- Dawn (Karachi) October 25, 1978.

Any educational policy or plan depends for its success on the basic tools of the trade, namely, the teachers, textbooks, and basic facilities like laboratories and libraries. Unless these

needs are properly taken care of, no academic schemes, however idealistic, can yield the desired results. Experience shows that our educational planning has been unrealistic. We have hitherto proved unequal to the effort that was needed to bring equality of educational opportunity, to supply the skills and specialities demanded by our developmental needs and to evolve an educational system that would transform society. If the new educational policy is to elicit the community's commitment, those responsible for working out its details and for putting it into practice will have to demonstrate that they have learnt and unlearnt quite a few things.

83. BUTT, Khwaja Muhammad Bashir. Education Policy --- Pakistan Times (Rawalpindi) November 11, 1978.

The new education policy can succeed only if the educational institutions are left to work in a congenial and peaceful atmosphere. The present system of elections to students' unions should, therefore, be changed. A lot of time and money of the students is wasted in the electioneering campaigns. These campaigns are usually financed by outside elements and political parties, who create their own propaganda cells in educational institutions.

At present, text-books are changed after a year or two. This puts a great burden on poor parents and unnecessary strain on teachers. Text-books for all classes should be carefully selected. Academies should be set up in each Division to conduct refresher courses for teachers and professors. In technical and vocational fields, emphasis should be laid on practical work.

84. CHAUDHRI, A.T. Education Policy: New Horizon --- Dawn (Karachi) October 30, 1978.

Although the new Education policy fervently emphasizes the teaching of Islam, it makes little departure from the old educational plans. Nor does it seek to effect any far-reaching structural changes in the sterile educational network under which this nation has been suffering for the last 30 years.

The Educational Conference (1947) had recommended, inter alia, that "the Educational system should be inspired by the Islamic Ideology." Again, the first Commission on National Education had proposed in its report (1960) that Islamiyat must be a compulsory subject for the first eight years of schooling and that the universities should promote research in Islamic thought. The framers of the 1972 education policy also aimed at "ensuring the preservation, promotion and practice of the basic ideology of

Pakistan ---".

After independence we should have introduced a uniform school system to provide for varying local needs, and should have encouraged local communities to participate in the development of community schools. This was never done. Massive investment or any doctrinair bias in the education system, will not serve the larger national cause.

85. DAR, Abdul Hamid. Third Division Talaba Ka Mas'ala (The Problem of Third Divisioners) --- Nawai Waqt (Rawalpindi) October 24, 1978 (U).

The present system of examinations is basically defective. It has completely failed to assess the trends and the capabilities of the students. Whether the responsibility for this state of affairs lies on the students, the parents, or the teachers, is a different question. The fact, however, is that majority of both male and female students get through the examinations every year in third division. According to rules, such students cannot be admitted to colleges, but somehow or other they succeed in getting the admission somewhere. The third divisioners seldome understand the lectures of their teachers. Below are some suggestions for the attention of the authorities.

The educationists unanimously say that the sooner the third divisioners are separated from the second and first divisioners, the better. Separate systems of education should be evolved for both groups. The syllabii should be different for both. This system has been waking in Western countries for a pretty long time with satisfactory results.

86. Education and Training --- In: Pakistan Year Book, 1978, 236-265, Karachi, East West Publications. 1978.

When Pakistan was established educational facilities were very scant and insignificant in the country.There existed the British pattern of education which inhibited the growth of national character and ideology. The problem was twofold: 1) to set up enough educational institutions; and 2) to evolve the kind of education that was conducive to the growth and development of the genius of the people.

The National Education Conference held in October 1977, identified the aims that Pakistan should attempt to realize through education. The conference's recommendations are discussed.

Brief details of fifth five-year plan, 1978-83, and details of development and non-development expenditure from 1973 to 1978

have been given.

There are three tables showing: 1) number of institutions; 2) enrolments; and 3) estimates of financial requirements for 1978-83.

87. HAQQANI, Husain. Nai Ta'aleemi Policy-Amli Dushwarian (New Education Policy - Practical Difficulties) --- Jang (Rawalpindi) November 12, 1978 (U).

The misfortune of the new educational policy is that it has been framed by the very people who had prepared other policies earlier. Since this policy has been prepared by Westernized minds, it cannot succeed in our country.

The policy has given the target of new schools to be established but has conveniently omitted to pinpoint the financial resources for its implementation. Likewise, it has recommended the maintenance of private sector in education, but has not suggested any restriction on the charging of exorbitant tuition fees in these institutions.

88. HAQUE, Nadeemul. Education's Inverted Pyramid --- Pakistan Economist (Karachi) Vol. 18 (43): 13-17, October 28, 1978.

A community can benefit from university education only if it can absorb the graduates it is producing. At present, Pakistan is losing most of its qualified personnel to the richer Western World.

In 1974-75, despite an increase of Rs. 450 million in education expenditure over the previous years, the share of education in GNP was only 1.6% as compared to most other developing countries where it varies from 2.5 to 8%.

Most Government publications and official announcements on education emphasize the need for universal primary education. Yet in the budget allocations for education, no provision is made for fulfilling this need. To the planners, priority still seems to be to provide cheap university education. The social rate of return from B.A. degree is about 10% more than the return from secondary schooling. The unit cost of producing a graduate is roughly four and a half times the unit cost of producing a matriculate.

89. HUSAIN, Anwar. New Education Policy --- Morning News (Karachi) October 22, 1978.

The new education policy, which stresses Islamic principles of life and commitment to the ideology of Pakistan, is a realistic and workable plan. The new policy lays due stress on science and technology and envisages denationalization of educational administration.

First, the plan shows how to go about training our manpower. Secondly, it aims at ensuring that the end product of our educational system in Arts or Sciences shall be comparable in competence and achievement with that of any other system in the world. Thirdly, it promises to open up educational opportunity to those children who have real ability and aptitude. Fourthly, it shows us how to retain our identity as Muslims and how to promote the sense of national pride and cohesion.

90. KAZMI, Hasnain. Islam Aur Nizam-e-Ta'aleem (Islam and System of Education) --- Jang (Rawalpindi) October 3, 1978 (U).

The present system of our education is a standing memorial to our days of slavery. The system is neither secular, nor democratic, nor Islamic. Our new generation has no aim, no direction and no destination. Its ideal is to somehow get a good job after doing graduation.

During the last thirty years of independence, the system of education has only one achievement to its credit. It has provided only the spare parts to get going the cart of government. Our text-books have failed to arouse the Islamic spirit in our students, who remain as ignorant about their religion as ever. There are a few text-books on Islamic teachings at the primary level, but religious teaching disappears when the students reach the higher classes. What is, therefore, required now is to revise the syllabus of higher education and include books on religious teachings in the syllabii at all levels.

91. MIRZA, Mohammad Tufail. Ta'aleemi Policy (Educational Policy) --- Imroz (Lahore) October 18, 1978 (U).

The steps taken by the Government to bring in line our educational policy and the syllabii with the Islamic teachings and the ideology of Pakistan are commendable. The Government has earmarked huge sums in the five year plan for this purpose. Despite these efforts the results so far achieved are poor. So, there seems to be something wrong in the management of the educational institutions. Unless the education department reforms

the management at all levels, no policy would prove fruitful.

92. NAJMUDDIN, S.M. Chaos in Education --- Dawn (Karachi) December 5, 1978.

The basic problems of the students still remain unattended. This year, the Karachi University stopped admissions to the Honours and Post-graduate classes on 15.10.1978, that is, long before the Karachi Intermediate Board declared the results of the Intermediate Examinations. The result was that thousands of students, who passed the intermediate examination from the Karachi Intermediate Board this year, were deprived of admission to the university classes and thus lost one academic year.

As against this, there is over production of graduates in Arts and Commerce. Consequently, there is rising incidence of unemployment among our educated young men. The planning for higher education should be done on national level through the University Grant Commission.

93. NIAZI, Ghulam Yasin Khan. Nai Qaumi Ta'aleemi Policy - Ek Jaiza (New National Education Policy - An Analysis) --- Nawai Waqt (Rawalpindi) December 6, 1978 (U).

The Government has brought out a booklet of twentyseven pages on the new national education policy. This is, in fact, the second edition of the policy announced in 1960. According to it, our future educational structure will consist of three tiers instead of four namely, Primary, Secondary, College and University. The three tiers will be Primary, Secondary, and University. It remains to be seen how this change will raise the standard of education. Secondary education forms the back-bone of education. In 1961, the Education Commission had added two years to secondary education, raising it from five to seven years.

94. SIDDIQI, Hidayatullah. Qaumi Nizam-e-Ta'aleem Ki Tatheer (The Purification of National System of Education) --- Jang (Rawalpindi) October 19, 1978 (U).

The question of the medium of instruction is an important problem. Unfortunately, English still reigns supreme in our country. It should be divested of this position and included in the group of optional subjects.

Uniformity in syllabii has its own importance in education. At the moment there are two kinds of educational institutions:

1) religious institutions, and 2) schools and colleges on Western pattern. Both types of institutions need immediate reform. The educated class which forms only twenty percent of the population, has come to be subdivided into two classes.

The syllabus of the institutions that are functioning on the Western pattern should be revised in the light of the teachings of the holy Quran and Sunnah. Modern learning should be introduced in religious institions.

Syllabus should not be changed every year. One course should last at least for three years. The teachers should present themselves before the students as a model. The Government should also take keen interest in the development of education.

-----oOo-----

WRITERS' INDEX

AHMAD, Akhlaq, 34

AHMAD, Ashfaq, 29

AHMAD, Gulzar, 11

AHMAD, Khalid, 9

AHSAN, Jamil, 34

AKHTAR, Nadeem, 35

AKHTAR, Waheed, 35

ALI, Adam, 1

ALI, Anita Ghulam, 30

ALI, Mir Mohammad, 28

ALI, Mirza, Asad, 35

ALI, Shujaat, 9

ALVI, Riffat, 1

ANWAR, M., 30

ARIF, Manzoor, 19

ATIQULLAH, 20

AZIMULLAH, 31

BANO, Husan, 14

BEG, Mirza Altaf Ali, 31

BUTT, Fauzia, 5,36

BUTT, Khwaja Mohammad Bashir, 36

CASEY, 31

CHAUDHURY, A.T., 36

CHOWDHURY, Zubair, 3

DAR, Abdul Hamid, 37

FAIZ, Alys, 29

FAROOQUI, Zaheeruddin, 6

FARRUKHI, Asif Aslam, 19

FAROOQUI, Manzoor, 20

GAREWAL, Sher Muhammad, 12

GILL, W.B., 21

GORGANI, Tanwir Jehan, 25

HAQ, Anwarul, 25

HAQ, Nadeemul, 38

HAQQANI, Husain, 38

HASAN, Ahmad, 21

HASAN, Zahoorul, 26

HASHMI, Khalid Mahmood, 4,11,22,32

HAYE, Abdul, 22

HUSAIN, Anwar, 39

HUSSAIN, Enayat, 14

HUSSAIN, Fazal, 17

HUSSAIN, Shafqat, 1

IDRIS, Haji Fuad, 6
IQBAL, Javed, 7

JAFFERY, Samina, 10
JANJUA, Mohammad Yunus, 5

KADEER, A.A., 17
KASHIF, Syed, 7
KAZMI, Hasnain, 39
KHAN, Abdul Hafiz, 32
KHAN, Azmatullah, 26
KHAN, Ehsanullah, 16
KHAN, Karamat Ali, 27
KHAN, Munawwar Sultana, 13
KHAN, Yousuf Ali, 2
KIZILBASH, Hamid H., 22

LODHI, Abdul Hafiz Khan, 29
MAHMOOD, Kamal, 23
MIRZA, Mohammad Tufail, 39
MURAD, Ahmad, 15

NAJMUDDIN, S.M., 40
NAQVI, S.A.H., 13
NASRULLAH, Nusrat, 12
NIAZI, Ghulam Yasin Khan, 27,33,40

QADEER, Ehsan, 23
QADIR, C.A., 17
QURESHI, K.R., 23
QURESHI, Naheed, 33
QURESHI, Sadiq Husain, 7

RASHID (Miss) Rifat, 18
RAZA, Ahmad, 15
RIZVI, Azhar, 2,3

SAAD, Ibrahim, 33
SAMI, Khanzadeh, 24
SAYEED, Amjad, 8
SETHI, Nasreen, 27
SHAH, Muzaffar Ali, 10
SHAMSHAD, M.S., 13
SHAUKAT (Mrs.) Nasim, 28
SHEHAB, Rafiullah, 8,10
SIDDIQI, Ahmadullah, 24
SIDDIQI, Hidayatullah, 40

TAHIR, Hasan Bin. 16

WAZIRABADI, Qayyum, 4